

HICKORY TAVERN MIDDLE

163 Neely Ferry Road
Gray Court, SC 29645

GRADES 6-8 Middle School

ENROLLMENT 315 Students

PRINCIPAL John K. Hendricks, Jr. 864-575-4301

SUPERINTENDENT Edgar C. Taylor 864-984-3568

BOARD CHAIR Leni N. Patterson 864-682-2633

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	16	27	8	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004	Average	Below Average	No

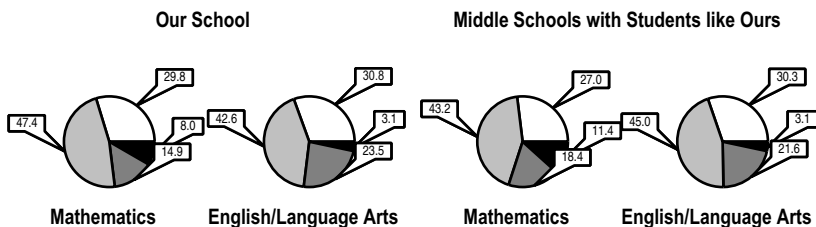
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

95.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	318	99.7	30.6	42.7	23.6	3.1	35.4	Yes	Yes
Gender									
Male	155	100.0	43.4	41.2	15.4	0.0	21.3		
Female	163	99.4	19.1	44.1	30.9	5.9	48.0		
Racial/Ethnic Group									
White	276	99.6	28.3	43.0	25.5	3.2	37.8	Yes	Yes
African-American	34	100.0	51.6	35.5	9.7	3.2	19.4	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	253	100.0	21.1	45.6	29.4	3.9	43.0		
Disabled	65	98.5	66.7	31.7	1.7	0.0	6.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	318	99.7	30.6	42.7	23.6	3.1	35.4		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	316	99.7	30.7	42.5	23.7	3.1	35.5		
Socio-Economic Status									
Subsidized meals	148	99.3	36.0	41.9	18.4	3.7	29.4	Yes	Yes
Full-pay meals	170	100.0	25.7	43.4	28.3	2.6	40.8		

Mathematics - State Performance Objective = 15.5%									
All Students	318	100.0	29.8	47.4	14.9	8.0	32.5	Yes	Yes
Gender									
Male	155	100.0	37.5	41.2	14.7	6.6	26.5		
Female	163	100.0	22.9	52.9	15.0	9.2	37.9		
Racial/Ethnic Group									
White	276	100.0	27.8	47.2	16.3	8.7	34.5	Yes	Yes
African American	34	100.0	45.2	48.4	3.2	3.2	16.1	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	253	100.0	19.7	52.6	17.5	10.1	39.5		
Disabled	65	100.0	67.2	27.9	4.9	0.0	6.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	318	100.0	29.8	47.4	14.9	8.0	32.5		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	316	100.0	29.5	47.6	14.9	8.0	32.6		
Socio-Economic Status									
Subsidized meals	148	100.0	36.5	48.9	10.2	4.4	24.1	Yes	Yes
Full-pay meals	170	100.0	23.7	46.1	19.1	11.2	40.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	102	100.0	41.1	41.1	15.6	2.2	17.8
	Grade 7	94	100.0	25.6	36.0	36.0	2.3	38.4
	Grade 8	104	100.0	36.3	40.7	22.0	1.1	23.1
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	115	100.0	38.4	33.9	25.0	2.7	27.7
	Grade 7	104	100.0	35.6	43.6	16.8	4.0	20.8
	Grade 8	99	99.0	19.8	50.0	28.1	2.1	30.2

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	102	100.0	27.8	44.4	18.9	8.9	27.8
	Grade 7	94	100.0	17.4	44.2	24.4	14.0	38.4
	Grade 8	104	100.0	36.3	47.3	12.1	4.4	16.5
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	115	100.0	24.1	43.8	23.2	8.9	32.1
	Grade 7	104	100.0	37.6	37.6	11.9	12.9	24.8
	Grade 8	99	100.0	33.0	57.7	8.2	1.0	9.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 315)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	12.9%	14.6%
Retention rate	5.4%	Up from 2.6%	3.2%	3.0%
Attendance rate	94.8%	Down from 95.3%	95.8%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.2%		5.7%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.7%		5.5%	5.3%
Eligible for gifted and talented	14.6%	Up from 11.9%	17.1%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	19.9%	Down from 26.5%	14.7%	13.9%
Older than usual for grade	1.9%	Up from 1.0%	4.2%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.8%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 19)				
Teachers with advanced degrees	63.2%	Down from 64.7%	46.2%	48.7%
Continuing contract teachers	89.5%	Down from 94.1%	85.7%	81.7%
Highly qualified teachers**	93.3%	N/A	91.7%	90.4%
Teachers with emergency or provisional certificates	5.9%		5.6%	5.3%
Teachers returning from previous year	N/A	N/A	86.8%	85.1%
Teacher attendance rate	94.5%	Up from 94.4%	94.9%	94.8%
Average teacher salary	\$41,694	Down 2.5%	\$40,317	\$40,566
Prof. development days/teacher	10.8 days	Up from 8.0 days	11.1 days	11.0 days

School				
Principal's years at school	3.0	Up from 2.0	3.5	3.3
Student-teacher ratio in core subjects	21.1 to 1	Up from 20.1 to 1	21.9 to 1	21.3 to 1
Prime instructional time	87.9%	Down from 88.8%	89.2%	89.3%
Dollars spent per pupil*	\$5,277	Down 70.1%	\$5,589	\$5,821
Percent of expenditures for teacher salaries*	66.4%	Up from 65.0%	61.5%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.7%	Up from 99.0%	94.9%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	96.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hickory Tavern Middle School is a 6th-8th grade school implementing a true middle school concept. We offer a five-block schedule with students in language arts, math, science, social studies, and exploratory courses on a daily basis. We feel this promotes an intensive and enriching environment for the progression of our students in academics as well as in social areas.

Our students have been exposed to a "Balanced Literacy Approach" through the implementation of Marie Clay's "Observational Survey" techniques. Teachers assess reading levels on a regular basis. This provides an on going assessment of the reading abilities of students and targets areas that need to be addressed for improvement. The Observational Survey, along with our "Write From the Beginning" writing program, has enabled our teachers to implement proper writing strategies and techniques for more quality and meaningful writing across the curriculum. Coupled with the use of "Thinking Maps," our teachers have expressed the view that they can now better understand how to identify strengths and weaknesses in student writing and how better to address those areas.

Our school district has contracted with Northwest Education Association to assess students using their online Measurement of Academic Progress (MAP) in the areas of reading, language usage, and math. Students are assessed in fall, winter, and spring to determine progress made in those areas and to better help target areas which need improvement.

This has provided invaluable data which enables our teachers to differentiate instruction to better meet all student needs. From these data, students can be organized into performance groups during a daily time we refer to as Panther Academy. During this time students are taught on their instructional levels in all subject areas to better prepare them for PACT.

Along with these programs, we have introduced standards-based curriculum guides in each core subject with plans and strategies to better instruct students in the standards on their grade levels. This is a key organizational tool which will ensure more efficient instruction.

The faculty, students, parents, and community members of Hickory Tavern Middle School support the efforts made during the 2003-2004 school year, and believe these will have a positive effect on the academic achievements of our students this year and in the future.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	20	91	84
Percent satisfied with learning environment	100.0%	90.0%	91.7%
Percent satisfied with social and physical environment	100.0%	92.3%	84.5%
Percent satisfied with home-school relations	85.0%	86.8%	69.9%

*Only students at the highest middle school grade level at this school and their parents were included.